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ABSTRACT

The purpose of this study was to determine whether or not the reference interview is essential in the provision of public library reference service. A survey questionnaire was mailed to 125 small and medium sized public libraries throughout Ohio. The survey was administered in the spring of 1994 with a response rate of 56%. Respondents were asked questions regarding their education and training for the reference interview. While most of the respondents agreed that their reference courses included interviewing skills, an overwhelming majority agreed that they had learned to interview patrons on the job. The results of this study indicate that the reference interview is essential in the provision of public library reference service. While library schools emphasize the titles of specific reference sources, respondents agreed that it is more important for practicing reference librarians to know types of reference sources, as well as search strategies and methods, than it is to know specific reference titles. Library schools may want to consider these results in regard to curriculum design. Sixteen tables of data and a copy of the questionnaire are appended. (Contains 7 references.) (Author/BBM)

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THE REFERENCE INTERVIEW: IS IT ESSENTIAL IN THE PROVISION OF PUBLIC LIBRARY REFERENCE SERVICE?

A PROPOSAL SUBMITTED TO
THE FACULTY OF THE SCHOOL OF LIBRARY AND INFORMATION SCIENCE
FOR THE DEGREE OF MASTER OF LIBRARY SCIENCE

BY

MARIE LATHWELL

JUNE 1994

IR055306

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ABSTRACT

The purpose of this study was to determine whether or not the reference interview is essential in the provision of public library reference service. A survey questionnaire was mailed to 125 small and medium sized public libraries throughout Ohio. The survey was administered between the months of May and June, with a response rate of 56%.

Respondents were asked questions regarding their education and training for the reference interview. While most respondents agreed their reference courses included interviewing skills, an overwhelming majority agreed they learned to interview patrons on the job.

The results of this study indicate that the reference interview is essential in the provision of public library reference service. While library schools emphasize the titles of specific reference sources, respondents agreed that it is more important for practicing reference librarians to know types of reference sources, as well as search strategies and methods, than it is to know specific reference titles. Library schools may want to consider these results in regard to curriculum design.

Master's Research Paper by

Marie Lathwell

B.A., Baldwin-Wallace College, 1991

M.L.S., Kent State University, 1994

Approved by

Advisor Date 7-14-94

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INTRODUCTION

While reference courses in library science programs teach students titles of reference sources or types of reference sources, there seems to be a lack of discussion regarding the actual provision of reference service. The literature suggests that library schools emphasize the materials for answering patrons' information needs without addressing the communication between the patron and the librarian. This study seeks to explore the nature of M.L.S. librarians' education and experience, and whether or not they believe the reference interview is essential in the provision of public library reference service. The findings of this study could have important implications for students studying reference in library science programs and for practicing reference librarians. This study focuses on the traditional reference interview, in which the librarian assists a patron in solving an information need. It does not include the pre-search interview for online searching.

LITERATURE REVIEW

In 1965, RQ featured a column in which practicing librarians wrote to express their views on methods of teaching reference.[1] In one of those columns, Joseph Corvo, reference librarian in New York, argued that library education programs need to prepare their students to be flexible in their thinking. They need to be versed in all fields of knowledge, answering both common and highly specialized questions. Corvo noted that library schools fail to prepare their students in this, and much of the necessary training takes place after employment. Further, he argued that library schools do not emphasize public library reference work, and that this occurs because the schools are unable to keep up with developments in the public library field. Corvo states that the majority of reference professors are removed from the realities of reference work in public libraries. Consequently, obscure reference questions that do not relate to common reference work are assigned. Emphasis is placed on detailed knowledge of reference sources which may not be used in public reference work. Corvo also notes an absence of information being taught about reference materials. Non-book formats such as periodicals and government documents contain current information, but these formats are usually ignored. He also argues that many reference techniques are only learned after graduation. He believes these skills may be acquired only if the new librarian is fortunate enough to be taught

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[1]Joseph Corvo, "Views on Teaching Reference," RQ 4 (March 1965): 1-3, 15.

by an experienced librarian. The alternative is to learn by trial and error.

Corvo recommended that library schools establish a separate reference class for public libraries, since the nature and clientele of public librarianship differs from that of academic librarianship. Public librarians must be prepared to answer questions at various levels in all areas, and must engage in much broader activities than academic librarians, who are frequently subject specialists.[2] He recommended this course should also emphasize public library issues, such as mass school assignments and library and school relations. Finally, he recommended that a practicing reference librarian teach the reference course, or be invited to the classroom for panel discussions in order to update the content of reference courses.

Later that year, Dr. Thomas Galvin submitted his views to RQ regarding Corvo's comments.[3] Galvin, professor of library science at Simmons College, agreed with Corvo's views on the limitations of teaching reference, such as excessive memorization of reference titles. Galvin considered a sound knowledge of reference sources an important part of a reference course, but he also argued that a balance should be maintained between materials and method, and reference courses should stress the environment in which reference services occur. However, Galvin disagreed with Corvo's proposed

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[2]Corvo, "Views on Teaching Reference," 2.

[3]Thomas Galvin, "Views on Teaching Reference," RQ 4 (July 1965): 3.

solution of subdividing library school curriculum into narrower specializations. Galvin participated in experiments in teaching reference at Simmons College, resulting from an awareness of the limitations of traditional reference teaching. A combination of traditional teaching methods and the case method of instruction resulted in a balance between teaching reference books and the study of the reference process.[4] The case study technique allowed for the complexity and the variety of the reference process.

Much later, Margaret Steig grouped the teaching of reference courses into four categories, including courses which emphasize titles of reference sources, courses which emphasize types of reference sources, courses using the case method, and courses emphasizing scientific inquiry, or the problem method.[5] Steig discussed Galvin's argument favoring the case method of teaching reference: it provides an opportunity to test knowledge in a meaningful way, and it encourages problem solving and closely resembles real life approaches. Steig also reviewed the critics perspective. Critics of the case method note that it is very concrete, and too oriented to the solutions of particular problems. General principles and patterns may be difficult for students to discern. Steig also noted that the title-centered approach to

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[4]Galvin, "Views on Teaching Reference," 3.

[5]Margaret Steig, "In Defense of Problems: The Classical Method of Teaching Reference," Journal of Education for Librarianship 20 (Winter 1980): 171-83.

teaching reference has been criticized for its narrow approach to reference sources, and for its use of excessive memorization, which can stifle creative thinking and critical analysis. Steig also discusses the type of reference source approach, which is a refinement of the title-centered method and aims to teach students the characteristics of types of sources. Its major advantage includes providing students with a theoretical framework for reference sources. Steig argues in favor of the problem method, which emphasizes search strategy and method. The problem method aims to develop independence in the student by stressing correctness of the method used in getting the result, not simply the correctness of the result.[6]

Edward Jennerich and Elaine Jennerich believe that library schools generally do not teach interviewing skills, and that librarians learn about interviewing through experience.[7] Jennerich and Jennerich advocate the use of microcounseling, in which students participate in videotaped interviewing sessions. When students enroll in the reference course, they are given an introduction to the philosophy of reference service, and they are made aware of verbal and non-verbal principles of interviewing. Reference materials are then discussed. The students take turns acting as the reference librarian, and the

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[6]Steig, "In Defense of Problems: The Classical Method of Teaching Reference," 176.

[7]Edward J. Jennerich and Elaine Zaremba Jennerich, "Teaching the Reference Interview," Journal of Education for Librarianship 17 (Fall 1976): 106-11.

entire activity takes thirty minutes. Each student acts as the reference librarian twice during the semester. Peers, professor, and the individual playing the librarian spend the rest of the class evaluating the session. Students are evaluated on verbal skills such as remembering and avoiding premature diagnosis, as well as non-verbal skills, including eye contact and tone of voice. All the students who participated in the microcounseling sessions showed improvement at the end of the semester. When the students completed the course and worked in a practicum, they retained and assimilated interviewing skills into their reference technique. Finally, students did well when tested on knowledge of reference sources. Jennerich and Jennerich believe that teaching interpersonal skills should be incorporated into reference courses, which are frequently material-oriented.

In 1987, Jennerich and Jennerich expanded their views on this microcounseling experiment.[8] They note that library science programs do not emphasize teaching communication skills in reference courses. Courses are oriented around a bibliography and reference books approach, and Jennerich and Jennerich believe that this is only part of what needs to be taught. Instruction should emphasize both content and process. Jennerich and Jennerich state that a skilled librarian must be able to determine effectively the patron's information needs, and then satisfy those needs using the reference material. This may not be accomplished if reference

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[8]Edward J. Jennerich and Elaine Zaremba Jennerich, The Reference Interview as a Creative Art, Littleton: Libraries Unlimited, 1987.

courses only instruct students in the use of reference materials.

W. Bernard Lukenbill advocates the use of the "helping relationship" in the reference process in libraries, and he also recommends instructing pre- and in-service librarians in its use.[9] Lukenbill notes that librarianship has many of the attributes of a helping profession, such as teaching or nursing. Lukenbill discusses three elements of the helping relationship, including acceptance, dynamics, and emotion. Acceptance means the librarian accepts the patron as an individual. The librarian does not judge the patron through verbal or non-verbal behavior or indifference. Dynamics implies a reciprocity in communication. Both the librarian and the patron interact in solving an information need. Lukenbill believes the relationship is emotional rather than intellectual because the emotional element fosters a give-and-take attitude, which contributes to the growth of the relationship.[10] Lukenbill suggests the helping relationship concept be introduced to the library profession through library science programs and continuing education programs for practicing librarians. He is aware that reference professors may lack the necessary training in these skills, and suggests that professors simply teach an awareness of helping relationship skills. Critics' argue against this approach due to the short time span of the interview, which is

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[9]W. Bernard Lukenbill, "Teaching Helping Relationship Concepts in the Reference Process," Journal of Education for Librarianship 17 (Fall 1977): 110-20.

[10]W. Bernard Lukenbill, "Teaching Helping Relationship Concepts in the Reference Process," 113-4.

supposed to be rationally objective, intellectual, unemotional, and object-directed rather than people oriented.[11]

METHODOLOGY

A self-administered questionnaire was mailed to 125 small and medium size public libraries in Ohio with 10-60 full time equivalents. One questionnaire was mailed to each library, and names and addresses of the libraries were obtained from Statistics of Ohio Libraries. The library was directed to give the questionnaire to the librarian whose last name is closest to the beginning of the alphabet. This study seeks to explore the nature of M.L.S. librarians' education and experience, and whether or not they believe the reference interview is essential in the provision of public library reference service. Survey questions asked whether librarians learned interviewing skills in library science programs or on the job, and whether library science programs taught librarians specific reference titles, specific types of reference sources, or specific search strategies and methods.

A Likert scale was used to determine the extent to which the respondent agreed with the question. A modified definition of the reference interview was included in the questionnaire.[12]

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[11]W. Bernard Lukenbill, "Teaching Helping Relationship Concepts in the Reference Process," 113.

[12] Mary Jo Lynch. "Reference Interviews in Public Libraries." The Library Quarterly 48 (April 1978): 120.

RESULTS

Survey questionnaires were mailed to 125 small and medium sized public libraries in Ohio with 10-60 full time equivalents. Sixty-seven libraries responded to this survey questionnaire, Generating a 54% response rate. Three surveys were returned with a note explaining that no one on the staff had a master's degree.

A breakdown of survey respondents by gender shows that 78% of the respondents are female, and 15, or 22% of the respondents are male (see table 1). This is consistent with the general distribution in the labor force. A large percentage of respondents are relatively new librarians, and more than fifty percent have received their degree in the last ten years (see table 2).

Reference Interviews in Library Schools

The majority of respondents (58%) agreed that their reference classes taught them how to interview patrons. However, a substantial number (42%) disagreed (see table 3).

A majority of respondents (73%) strongly agreed or agreed that their reference classes emphasized the importance of the reference interview (see table 4). Ninety-six percent of the respondents strongly agreed or agreed that their reference classes emphasized specific reference titles (see table 5). Ninety-four percent strongly agree or agreed that their reference courses emphasized specific types of reference sources (see table 6). Seventy-two percent of respondents strongly agreed or agreed that their classes emphasized search strategies and methods (see table 7).

These data suggest considerable variation in emphasis in library school curricula or teaching method. It may be that while library schools taught students the reference interview, the schools' underlying aim may simply have been to provide an introduction to the concept of interviewing. Perhaps the reference interview varies by type of library, whether school, public, academic, or special library, and library schools wanted to provide a general knowledge of interviewing. However, if this is the case, Joseph Corvo may have been correct in his assertion that library schools should establish a separate reference class for public libraries. Corvo believed that the nature of the clientele, as well as the wide variety of reference questions librarians must be prepared to answer, made the public library unique. Respondents who disagreed may have been taught the reference interview, but perhaps they didn't learn to interview until after employment.

Reference Interview Training on the Job

Ninety-one percent of the respondents strongly agreed or agreed that they learned to interview patrons on the job (see table 8). Fifty percent of the respondents strongly agreed they learned to interview patrons on the job, which suggests that it was an activity of major significance and identified not with a library school, but with an employer. Librarians may simply have to adapt to the policies of interviewing established by their employers. However, results from this study seem to indicate that

a gap exists between education and employment. Further research may indicate whether this is indicative of library schools failing to adequately prepare students for interviewing in public libraries.

Reference Interviewing in Practice

When asked if the respondents interview every patron who asks a reference question, 41% strongly agreed or agreed, while 59% disagreed or strongly disagreed (see table 9). However, a majority of librarians (75%) strongly agreed or agreed that the reference interview is not necessary for every question (see table 10). This finding may not, however, suggest substantive differences of opinion. A distinction should be made in the wording of these two questions. The first question refers to reference questions, while the second question refers to questions in general. Directional questions may be obvious and may not need further clarification.

Importance of Title vs. Technique to Reference Librarians

Earlier, respondents were asked whether their reference classes emphasized specific reference titles, specific types of reference sources, or search strategies and methods. Respondents were then asked what was most important for practicing reference librarians to know, thus offering a comparison of librarians' education and experience. Ninety-five percent of the respondents strongly agree or agree that it is important for practicing reference librarians to know specific reference titles (see table

11). All respondents (100%) agreed that it is important for practicing reference librarians to know specific types of reference sources (see table 12). Again, all respondents agreed that it is important for practicing reference librarians to know search strategies and methods (see table 13). While knowledge of reference titles is deemed important by most respondents, everyone strongly agrees or agrees that specific types of sources and search strategies and methods are important. Library schools may want to note these results, since their curricula emphasize knowledge of specific reference titles rather than types of reference sources and search strategies and methods.

Character of the Reference Interview

Respondents overwhelmingly agreed that reference service in public libraries requires the reference interview (see table 14). Respondents were equally divided when asked whether the reference interview is more a rational, intellectual process than an emotional, people-oriented process: 50% agreed, and 50% disagreed (see table 15). However, when asked whether the reference interview is more an emotional, people-oriented process than a rational, intellectual process, 43% agreed, while 57% disagreed (see table 16). Bernard Lukenbill advocated the "helping relationship" because he believed the reference interview was more an emotional process than an intellectual process. He believed the reference interview involved a reciprocity of communication between the librarian and the patron in solving an information need, and

that an emotional element fostered a give-and-take attitude in this exchange. Further research may yield insight into the ways in which the interviewer's personality or perspective may affect the tone of the reference interview.

CONCLUSION

Three-fourths of the respondents in this study were female, and 25% were male, which generally represents the work force. A majority of respondents (37%) received a master's degree within the last five years.

Reference Training

Seventy-three percent of the respondents agreed that their reference classes emphasized the importance of the reference interview. However, respondents were split when asked whether their reference classes taught them how to interview patrons. Yet when asked whether they learned to interview on the job, an overwhelming majority (91%) strongly agreed or agreed. It appears that while half of the respondents believe their reference classes included interviewing skills, the vast majority believe they learned to interview patrons on the job. This finding concurs with Jennerich and Jennerich's belief that librarians often learn to interview through experience. If communication skills are acquired and developed only after graduation, or on the job, library schools may want to emphasize communication skills as well as reference materials in their curricula. However, the results may also mean several other things. The respondents may have learned

about the reference interview in library school, but the coverage may have only been superficial. The results may also mean that respondents underestimate what they learned in library school. Finally, recollection could be a problem.

Reference Classes

Margaret Steig grouped the teaching of reference courses into four categories, three of which are used for the purpose of this study. The categories include courses which emphasize the titles of reference sources, courses which emphasize types of reference sources, and courses which emphasize the problem method. The problem method emphasizes search strategy and method.

A majority (96%) of respondents agreed that their reference classes emphasized specific reference titles, and 94% agreed that their reference classes emphasized specific types of reference sources. Only seventy-two percent agreed that their reference classes emphasized search strategies and methods. Library schools seem to stress reference titles and types of reference sources in their curricula. However, search strategies and methods do not appear to be emphasized in the teaching of reference.

Respondents were then asked how important specific reference titles, types of sources, and search strategies and methods were for practicing reference librarians. Ninety-five percent agreed that it is important to know specific reference titles. However, respondents overwhelmingly agreed that practicing reference librarians should know specific types of sources (100%), as well as search strategies and methods (100%). This finding is

informative because only 72% of the respondents agreed that their reference classes emphasized search strategies and methods. Perhaps Joseph Corvo was correct in his assertion that library schools tend to teach memorization rather than flexibility in thinking. Library schools that do not emphasize search strategies and methods may want to consider these results since respondents consider these skills more important than knowing specific reference titles. Also, these results underscore Margaret Steig's emphasis upon the problem method, which aims to develop independence in the student by stressing the method used in getting the result, and not simply the result.

Reference Practice

Almost all the respondents agreed that reference service requires reference interviews, but respondents were divided when asked if they interviewed every patron who asks a reference question. Most of the respondents agreed that a reference interview is not necessary for every question. This seems reasonable in that some questions, such as directional questions, are probably obvious so that an interview is not necessary.

Character of the Interview

Finally, respondents were fairly evenly split on whether the reference interview is more an emotional, people-oriented process than a rational, intellectual process. While it may depend upon the patron asking the question, or the question being asked, it

appears that the respondents in this study view the reference interview as a rational exchange. However, reference librarians themselves may approach the interview in fundamentally different ways.

Future Research

Overall, the data gathered in this study indicate that respondents consider the reference interview essential in the provision of public library reference service. Data from this study appear to indicate that flexibility in thinking is more important than memorization of specific reference titles. This point may be especially important for librarians working in small libraries or libraries in rural areas which do not have extensive reference collections. Library schools may want to consider the results of this study with regard to their curriculum, since respondents believe it is preferable for practicing reference librarians to know types of reference sources, as well as search strategies and methods.

Further research is needed to determine whether the personality of the interviewer, or the interviewer's perspective, affects the quality of the interview, or the type of interview to be conducted. Is there a significant difference between librarians who view the reference interview as an emotional, rather than a rational, exchange? Lukenbill advocated a more emotional approach which he called the "helping relationship" in the reference interview. Lukenbill believed that an emotional element fostered a give-and-take attitude between the librarian and the patron

which was necessary in solving an information need. Further research may offer insight regarding the ways in which the interviewer affects the tone of the reference interview, and whether or not the "helping relationship" concept is appropriate at all.

APPENDIX

Table 1

RESPONDENTS BROKEN DOWN BY GENDER

Gender	N/%
MALE	15/22
FEMALE	52/78

Table 2

YEARS OF EXPERIENCE SINCE RESPONDENT RECEIVED A MASTER'S DEGREE

YEARS OF EXPERIENCE	N/%
0-5	23/37
6-10	11/18
11-15	8/13
16-20	12/19
21-25	3/5
25+	5/8

APPENDIX

Table 3

MY REFERENCE CLASSES TAUGHT ME HOW TO INTERVIEW PATRONS

	N/%
STRONGLY AGREE	8/12
AGREE	30/46
DISAGREE	24/37
STRONGLY DISAGREE	3/5

Table 4

MY REFERENCE CLASSES EMPHASIZED THE IMPORTANCE OF THE REFERENCE INTERVIEW

	N/%
STRONGLY AGREE	13/20
AGREE	35/53
DISAGREE	18/27
STRONGLY DISAGREE	0/---

APPENDIX

Table 5

MY REFERENCE CLASSES EMPHASIZED SPECIFIC REFERENCE TITLES

	N/%
STRONGLY AGREE	32/48
AGREE	32/48
DISAGREE	2/3
STRONGLY DISAGREE	0/---

Table 6

MY REFERENCE CLASSES EMPHASIZED SPECIFIC TYPES OF REFERENCE SOURCES

	N/%
STRONGLY AGREE	29/44
AGREE	33/50
DISAGREE	4/6
STRONGLY DISAGREE	0/---

APPENDIX

Table 7

MY REFERENCE CLASSES EMPHASIZED SPECIFIC SEARCH STRATEGIES AND METHODS

	N/%
STRONGLY AGREE	13/20
AGREE	34/52
DISAGREE	19/29
STRONGLY DISAGREE	0/---

Table 8

I LEARNED TO INTERVIEW PATRONS ON THE JOB

	N/%
STRONGLY AGREE	33/50
AGREE	27/41
DISAGREE	5/8
STRONGLY DISAGREE	1/2

APPENDIX

Table 9

I INTERVIEW EVERY PATRON WHO ASKS A REFERENCE QUESTION

	N/%
STRONGLY AGREE	11/17
AGREE	16/24
DISAGREE	35/53
STRONGLY DISAGREE	4/6

Table 10

A REFERENCE INTERVIEW IS NOT NECESSARY FOR EVERY QUESTION

	N/%
STRONGLY AGREE	8/12
AGREE	41/63
DISAGREE	14/22
STRONGLY DISAGREE	2/3

APPENDIX

Table 11

IT IS IMPORTANT FOR PRACTICING REFERENCE LIBRARIANS TO KNOW SPECIFIC REFERENCE TITLES

	N/%
STRONGLY AGREE	30/45
AGREE	33/50
DISAGREE	3/5
STRONGLY DISAGREE	0/---

Table 12

IT IS IMPORTANT FOR PRACTICING REFERENCE LIBRARIANS TO KNOW SPECIFIC TYPES OF REFERENCE SOURCES

	N/%
STRONGLY AGREE	41/62
AGREE	25/38
DISAGREE	0/---
STRONGLY DISAGREE	0/---

APPENDIX

Table 13

IT IS IMPORTANT FOR PRACTICING REFERENCE LIBRARIANS TO KNOW SEARCH STRATEGIES AND METHODS

	N/%
STRONGLY AGREE	42/64
AGREE	24/36
DISAGREE	0/---
STRONGLY DISAGREE	0/---

Table 14

REFERENCE SERVICE IN PUBLIC LIBRARIES DOES NOT REQUIRE THE REFERENCE INTERVIEW

	N/%
STRONGLY AGREE	0/---
AGREE	3/5
DISAGREE	17/26
STRONGLY DISAGREE	45/69

APPENDIX

Table 15

THE REFERENCE INTERVIEW IS MORE A RATIONAL INTELLECTUAL PROCESS THAN AN EMOTIONAL PEOPLE-ORIENTED PROCESS

	N/%
STRONGLY AGREE	7/11
AGREE	24/39
DISAGREE	26/43
STRONGLY DISAGREE	4/7

Table 16

THE REFERENCE INTERVIEW IS MORE AN EMOTIONAL PEOPLE-ORIENTED PROCESS THAN A RATIONAL INTELLECTUAL PROCESS

	N/%
STRONGLY AGREE	3/5
AGREE	24/38
DISAGREE	28/44
STRONGLY DISAGREE	8/13

University Libraries

P. O. Box 5190, Kent, Ohio 44242-0001

Re: The Reference Interview: Is it Essential In The Provision of Public Library Reference Service?

March 25, 1994

Dear Librarian:

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree I am conducting a study about the nature of M.L.S. librarians' education and experience. The enclosed questionnaire elicits information that will help me to discern whether or not the reference interview is essential in the provision of public library reference service. This information would be useful to both practicing librarians and students in library science programs.

Confidentiality and anonymity are guaranteed as you do not have to sign your name to the questionnaire. Only the investigator has access to the survey data. There is no penalty of any kind if you should choose not to participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (216) 282-7681 or Dr. Richard Rubin, my research advisor, at (216) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. Eugene Wenniger, Office of Research and Sponsored Programs, at (216) 672-2851.

Thank you very much for your cooperation; it is much appreciated. You may return the questionnaire in the enclosed self-addressed stamped envelop to me at the following address:

Marie Lathwell
250 River Street C-11
Kent, Ohio 44240

Sincerely,

Marie Lathwell
Graduate Student

Dear Librarian:

Please distribute this questionnaire to a reference staff member with an M.L.S. degree whose last name is closest to the beginning of the alphabet.

For the purpose of this questionnaire, the reference interview is defined as the dialogue between a librarian and a patron which serves to clarify the patron's needs.

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1. Please indicate: ( ) Male ( ) Female

2. Please indicate how many years of experience you have in librarianship since you received your master's degree:

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. My reference classes taught me how to interview patrons.	SA	A	D	SD
4. I learned to interview patrons on the job.	SA	A	D	SD
5. I interview every patron who asks a reference question.	SA	A	D	SD
6. A reference interview is not necessary for every question.	SA	A	D	SD
7. My reference classes emphasized the importance of the reference interview.	SA	A	D	SD
8. My reference classes emphasized specific reference titles.	SA	A	D	SD
9. My reference classes emphasized specific types of reference sources.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. My reference classes emphasized search strategies and methods.	SA	A	D	SD
11. It is important for practicing reference librarians to know specific reference titles.	SA	A	D	SD
12. It is important for practicing reference librarians to know specific types of reference sources.	SA	A	D	SD
13. It is important for practicing reference librarians to know search strategies and methods.	SA	A	D	SD
14. Reference service in public libraries does not require the reference interview.	SA	A	D	SD
15. The reference interview is more a rational, intellectual process than an emotional, people-oriented process.	SA	A	D	SD
16. The reference interview is more an emotional, people-oriented process than a rational, intellectual process.	SA	A	D	SD

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